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AUTHOR Gartner, Alan
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ABSTRACT

The 2-year training program outlined in this guide includes the following courses: School and Community, Instructional Media, Communication Skills, Curriculum Methods, Child Development, Language Arts Skills for Children, Community Development, Teaching/Learning Methods, Mathematics Skills for Children, Tests and Measurements, Human Service Issues, Community History, and Libraries as Learning Tools. A separate section for each course includes a statement of aims and objectives, suggestions for timing and teaching methods, a content outline, and a list of readings. The guide also contains a scope and sequence chart and guidelines for articulation of this program with 4-year degree programs. (RT)

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Course Outlines for a Two-Year Teacher Aide Program

Alan Gartner

New Careers Development Center
184 Fifth Avenue
New York City, N. Y. 10010

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CURRICULUM OVERVIEW

The curriculum proposed here is experienced-based and has multi-facets designed to provide the participant with broad knowledge, skills, experience, and insight toward the ends of:

1) understanding the paraprofessional's role in affecting professional practice and performance, the children and their learning, the community and its interrelationship with the school;

2) being more aware of the present and potential relationships between community and school, the factors which mitigate against effective connection and the factors which can contribute toward effective connection;

3) having insight into the nature of the teaching role, the teaching/learning relationship and the roles in that relationship of school and community, and teachers, aides, and children.

4) being aware of the nature, history, values, mores, structure and style of the community from which the children come, and how they effect the children's lives, values, interests, future, relationship to school.

5) gaining possession of various forms of teaching procedures so as to be able to introduce, facilitate and utilize techniques appropriate to the children's age, development, background and style, as well as the subject matter. Among the areas of special concern are individual and peer learning, and learning through teaching, as well as techniques in the

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management of groups, conducting role plays and simulation, use of brainstorming and analytic techniques.

6) being familiar with the subject matter of the particular grade level(s), especially the nature of new developments, sources of additional information, structure of the field of knowledge, nature of its method of inquiry.

7) providing a base for participant continuing growth and education and, should she wish, of further career development.

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CURRICULUM CONTENT AND RELATIONSHIPS

The two-year sequence consists of the following courses with class, laboratory, study and total hours indicated.

Course Title	Class Hrs.	Lab Hrs.	Study Hrs.	Total Hrs.
School and Community	4	16	8	28
Instructional Media	2	4	4	10
Communication Skills [x]	3	-	6	9
Total First Semester	9	20	18	47
Curriculum Methods	2	6	4	12
Psychology: Child Development	2	6	4	12
Language Arts Skills for Children	2	6	4	12
Sociology: Community Development [x]	3	6	6	15
Total Second Semester	9	24	18	5
Teaching/Learning Methods	3	12	6	21
Mathematics Skills for Children	2	6	4	12
Communication Skills [x]	3	-	6	9
Liberal Arts Elective [x]	3	-	6	9
or				
Tests and Measurements [xx]	3	2	6	11
Total Third Semester	11	18/20	22	51/53
Sociology: Human Service Issues [x]	2	8	4	14
History: Community History [x]	2	4	4	10
Libraries as a Learning Tool	2	4	4	10
Liberal Arts Elective [x]	3	-	6	9
Liberal Arts Elective [x]	3	-	6	9
Total Fourth Semester	13	16	24	53
Grand Total	42	78/80	82	202/204

[x] Courses which may be considered toward an institution of higher education's general education or liberal arts requirements; approximately 42% of the total hours are devoted to these courses.

[xx] Those students more interested in the two-year degree and an increased vocational orientation may wish to take this course instead of the elective.

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Brief Description of Courses

School and Community

A course which focuses upon the relationship between school and community, the roles of each in the education of the child. Special attention is given to the role of the teacher aide.

Instructional Media

A course which introduces the student to various instructional media and explores and practices their application, appropriateness, and means of utilization in varying situations.

Communication Skills

A course which enables the student to gain mastery of reading, writing, speaking, and analysis skills. The student will become familiar with various writing and speaking styles, and tools of analysis.

Curriculum Methods

A course which will familiarize the student with methods of selection, construction, presentation and evaluation of learning material. Students will observe the implementation of curriculum and themselves develop and implement specific teaching materials.

Child Development

A course which will familiarize the student with various theories of development as relates to the physical, intellectual, social and emotional growth of the child.

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Language Arts Skills for Children

A course which will introduce the student to the basic theoretical perspectives and practical applications in the areas of reading, writing, and speaking.

Community Development

A course which is designed to develop an understanding of current concepts and theories of community development, community organization, roles of citizens, forms of social intervention.

Teaching/Learning Methods

A course which will familiarize the student with general teaching/learning designs designed to enable him to choose among a repertoire of methods and techniques appropriate for the specified instructional goal and student population.

Mathematics Skills for Children

A course which will familiarize the student with the basic theoretical perspectives and practical applications in contemporary mathematics.

Tests and Measurements

A course which will expose the student to the purposes, forms and limits of assessment and evaluation, enable him to see evaluation as an integral part of the teaching/learning process.

Human Service Issues

A course which will enable the participant to gain a cross-sector vision of the human services, to see their areas of commonality and differences, and to understand the interrelationships between and among them.

Community History

A course which will familiarize the student with the history and background of the local community, and to know its values, mores, customs, and styles.

Libraries as Learning Tools

A course which will familiarize the student with the resources for children's learning available at the school and local library, and to enable the student to facilitate that learning.

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A number of features of the course of study, in addition to those already described, should be noted. First, the course load in the first two semesters is slightly lower than in the last two as an effort to phase the work. Second, not only, as noted above, is the course of study heavily geared toward providing the student with skills to be used in the public school classroom, but the courses in the first year are totally of that sort while, in the second year, somewhat greater breadth is provided. Third, depending upon the work which the paraprofessionals who are students will be doing, the ordering of courses may be adjusted -- e.g. mathematics in the first year and language arts in the second year, etc., or courses dropped -- if persons are to work primarily in the community or in counselling, then some different courses might be offered. Fourth, the use of the term laboratory is meant to mean time primarily spent in the public school classroom and the community which it services, as appropriate, observing and interacting with the children, their teachers, and parents. Finally, the first course listed for each semester is a basic integrating theory/practice course where, in addition to the specific subject matter, specific school issues can be raised.

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Relationships of Courses to Goals

Goals	Courses in Furtherance of the Specified Goal
#1 Understanding the Paraprofessional's role.	School and Community
#2 Awareness of Community and School relationships.	School and Community Human Service Issues
#3 Insight into teaching role, teaching/learning relationships.	Curriculum Methods Teaching/Learning Methods
#4 Awareness of the Children	Child Development Community Development Community History Tests and Measurements
#5 Teaching procedures	Instructional Media Curriculum Methods Teaching/Learning Methods Tests and Measurements
#6 Subject matter	Language Arts Skills for Children Mathematics Skills for Children Tests and Measurements Libraries as a Learning Tool
#7 Participant continuing growth, education, and career development.	All of the above. Communications Skills Liberal Arts Electives

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Any effort to propose a "model" curriculum suffers from the fault of being unable to take into account the interests, needs, desires and uniqueness of the students in terms of their own individuality as well as in terms of the differing types of schools in which they will be teaching. It hopefully is, to state the obvious, that implementation of the curriculum exactly as proposed would, in fact, be a negation of the very principles which undergird it, not only will the group of students at one institution be different from those at another, but within each institution individual students will differ. Thus, the curriculum should be adjusted to fit the needs and strengths of the individual. What is called for is individual diagnosis and prescription, not a single packaged plan for all. Such a "model" curriculum is meant to be illustrative and suggestive, not to he prescriptive. The following schema may provide a helpful outline for this development process.

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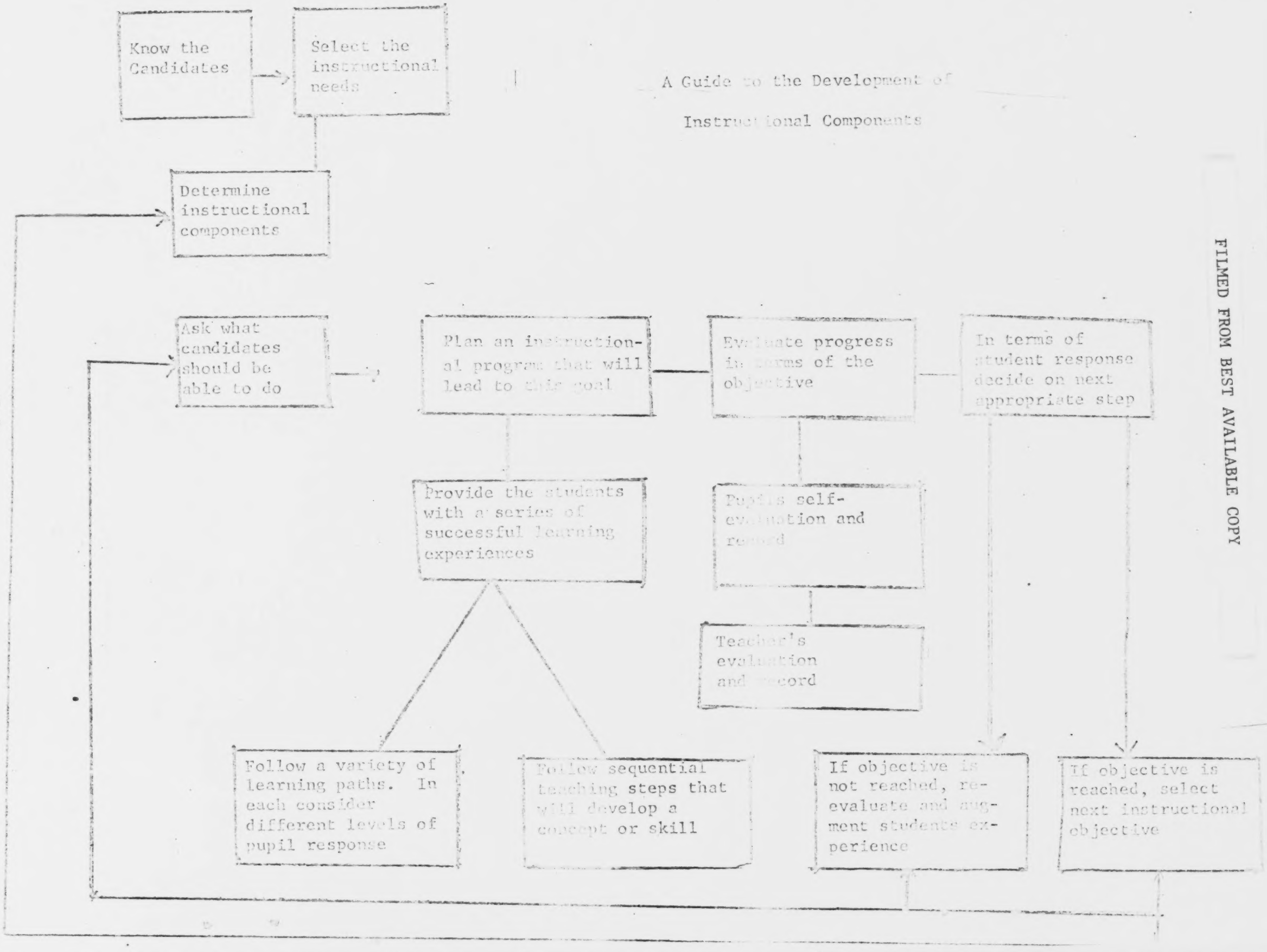
A Guide to the Development of Instructional Components


Know the Candidates
Select the instructional needs
Determine instructional components
Ask what candidates should be able to do
Plan an instructional program that will lead to this goal
Evaluate progress in terms of the objective
In terms of student response decide on next appropriate step
Provide the students with a series of successful learning experiences
Pupils self-evaluation and record
Teacher's evaluation and record
Follow a variety of learning paths. In each consider different levels of pupil response
Follow sequential teaching steps that will develop a concept or skill
If objective is not reached, re-evaluate and augment students experience
If objective is reached, select next instructional objective

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CONTINUING EDUCATION

The course of study described here has a two-fold objective -- 1) to prepare persons to perform effectively as teacher aides, and 2) to provide a base for further professional roles in education. In furtherance of the first objective, the course of study emphasizes courses directly related to the teaching/learning process in the public school classroom. It, in a sense, flips over the traditional order of liberal arts courses first and professionally oriented courses later. This reordering will present some problems for those students who go on to post-two-year study in that the college courses they will have taken may be different than those taken by freshman and sophomores in traditional four-year programs.

It will be important for administrators of the programs implemented under a design such as is proposed here to be aware of the issues of transfer of course credits, of the articulation of this two-year program with four-year degree programs and state certification and licensure requirements.* Administrators must seek to assure that all credits earned in this program are transferrable in their entirety and that the graduates of this program will require no more than an additional two years of course work in order to receive a baccalaureate degree. It is hoped that all of the "professional" courses would be credited toward the students' major, with other courses going toward meeting the liberal arts and elective requirements. However, it may be necessary, in terms of college and state regulations as to when in a student's career particular "professional" courses must be taken

*There should be no problem for a student under this design in any state in terms of meeting the required course hours or distribution of courses in education toward licensure and certification.

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(e.g. practice teaching in the senior year), to seek elective credit toward the baccalaureate degree and have the student take additional "professional" courses in the senior institution. Where this adjustment is necessary, every effort should be made to assure that neither is credit for courses taken "lost" nor additional requirements set.

The acceptance of the design proposed here should be facilitated by the increasing flexibility of college programs and of state departments of education. The implementation of new careers and other programs for employed persons in several hundred colleges; the development of open enrollment, open universities, non-resident programs, and the "University Without Walls"; the involvement of local education agencies, institutions of higher education, and state agencies in programs such as the Career Opportunities Program and Teacher Corps; the increased acceptance of the "approved program" concept by state accrediting bodies, as well as the beginning of performance-based certification efforts all constrain in a direction favoring the adoption, implementation and acceptance by two and four-year institutions and state bodies of designs such as proposed here.

In addition to the factors and forces just noted, the increased interest of the community in school performance, as well as that of the participants in the program itself, are forces which can be marshalled toward the acceptance by the institutions of such a program. In building a strategy for the implementation of a program such as proposed herein, one must catalogue the interested parties and assay their various interests. Attention will need to be paid to the colleges

(both two and four-year) and graduate schools of education; the state department of education and the board of higher education; teacher organizations, unions, and professional groups; the public schools, their spokesmen and staff; the community and children to be served by this program; and the participants in the program.

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COURSE OUTLINES

SCHOOL AND COMMUNITY

Hours Required -- Class 4, Laboratory 16

Aims

The understanding of the relationships -- present and potential -- between school and community; the manner in which each impact upon the other; the ways by which the school as an institution may reflect the culture, values, and styles of the community, and the ways in which it may reflect other influences. To see how the ways in which schools are used to socialize children to societal norms and the forces countering it, e.g., informalism, community participation, etc. The mission of the school in a time of conflicting expectations.

To introduce the student to the world of the school and the roles of the teacher aide. To show the historic development of the school, its changing roles and functions. To place in perspective the development of paraprofessional programs.

Objectives

To enable the student to analyze the structure and values of the school and the community, and to assess the actual and potential effect of the one upon the other; to be aware of the ways, means, and reasons by which the interaction between the school and community has not been well effected, and why and how it has been diverted.

To enable the student to see the successive and changing roles of the school through time; to understand its place in contemporary life;

to understand its structure and organization at the federal, state, and local levels. To assess the reasons for and forces behind the introduction of paraprofessionals in the schools, to assess their past and present roles, to assay the various forces which relate to their utilization -- teachers, administrators, school structures, certification practices, professional organizations and unions, the community, parents, children, each other.

Topics of Instruction

The interrelationship -- actual and potential -- between school and community will be examined in the context of the following school components:

1) governance and decision-making
2) staffing
3) curricula and course content
4) teaching style and methods
5) class organization and management
6) ancillary activities, e.g. food, services, counselling, parent roles.

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I. Structure of Contemporary Education

A. The Public School System

1. History
2. Structure
3. Forces for change/resistance

B. Institution of Higher Education

1. History
2. Structure
3. Forces for change/resistance

C. The State and Federal Structure

1. Congress
2. Office of Education
3. State Legislature
4. State Department of Education

D. The Private Sector

1. Non-Public
a. Parochial
b. Private
c. Community Schools
d. Free Schools

2. The Professional Associations
3. The Unions
4. Parent groups
5. Community Organizations

E. Financing Education

1. Local Tax Base
2. State role
3. Federal Programs
4. New Alternatives

II. Key Current Issues

A. Performance of the Schools
B. Staffing of the Schools
C. Evaluation
D. Financing
E. Integration
F. Forms of governance
G. Teacher Roles
H. Student Roles and Rights
I. The Role of Education and Schools

III. The Teacher Aide

A. Origin of paraprofessional programs
B. The new efforts of the 1960's
   1. Anti-Poverty
   2. Personnel Shortage
   3. Performance Failures
C. The Current Scene
D. Paraprofessionals and Pupil Performance
E. Paraprofessionals and Professional Practice
F. Paraprofessionals and the Community
G. The Roles of the Teacher Aide

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Techniques

Readings; structured observations; field visits to a number of schools, community sites; interviews of community people; discussion; role plays; simulation. Students will "shadow" individual pupils, in the community, to develop observation and analysis techniques, to gain insight into the relationship between school and community as it is developed in the life of an individual child.

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Readings

William S. Bennett, Jr. and R. Frank Falk. New Careers and Urban Schools. N.Y.: Holt, Rinehart and Winston, 1970.

Ivar Berg. Education and Jobs: The Great Training Robbery. N.Y.: Frederick A. Praeger, 1970.

Garda W. Bowman and Gordon J. Klopf. New Careers and Roles in the American School. N.Y.: Bank St. College, 1968.

Robert Boyette and others. "The Plight of the New Generation." American Journal of Orthopsychiatry. 41:2, 2 (March, 1971), 237-238.

James Coleman. Slums and Suburbs. N.Y.: McGraw-Hill, 1961.

George Cressman and Harold Brenda. Public Education in America. N.Y.: Appleton-Century-Crofts, 1961.

Larry Cuban. To Make a Difference: Teaching in the City. N.Y.: [illegible], 1970.

Defining the Role of the Teacher Aide. B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.

John Dewey. The School and Society. Chicago: University of Chicago Press, 1915.

Joseph Featherstone. "The Talent Corps: Career Ladders for Bottom Dogs". New Republic, CLXI, 10 (September 11, 1969), 17-20.

Edgar Friedenberg. The Vanishing Adolescent. N.Y.: Dell Publishing House, 1965.

Alan Gartner. Paraprofessionals and Their Performance. N.Y.: Frederick A. Praeger, 1970.

Marilyn Gittell and Alan Hevesi. The Politics of Urban Education. N.Y.: Praeger, 1969.

Paul Goodman. Compulsory Miseducation and the Community of Schools. N.Y.: Vintage, 1966.

Colin Greer. Cobweb Attitudes. N.Y.: Teachers College, 1971.

Ronald and Beatrice Gross, eds. Radical School Reform. N.Y.: Simon and Schuster, 1969.

James Herndon. The Way It's Spozed To Be. N.Y.: Simon and Schuster, 1968.

Laura Pires Houston. "Black People, New Careers, and Humane Human Services". Social Casework, 11, 5 (May, 1970), 291-299.

Gordon J. Klopf, Garda W. Bowman, Adena Joy. A Learning Team: Teacher and Auxiliary. N.Y.: Bank Street College, 1969.

Jonathan Kozol. Death At An Early Age. Boston: Houghton-Mifflin, 1967.

Ellen Lurie. How to Change the Schools. N.Y.: Vintage, 1970.

Sheldon Tobin and Mary Anglin, eds. Ideologies in Urban Education. N.Y.: Basic Books, 1971.

S.M. Miller. Breeding the Credentials Barrier. N.Y.: A Report to the Ford Foundation, 1969.

Arthur Pearl. Atrocity of Education. N.Y.: New Critics Press, 1971.

_____, and Frank Riessman. For Neighborhood Power. N.Y.:

Reconnection for Learning. Report of the Mayor's Committee on Decentralization. New York, 1967.

Frank Riessman and Hermine Popper. Up From Poverty. N.Y.: Harper and Row, 1968.

William Ryan. Blaming the Victim. N.Y.: Pantheon, 1971.

Patricia Sexton. Education and Income. N.Y.: Viking, 1961.

Peter Shrag. Village School Downtown. N.Y.: Beacon, 1967.

Charles Silberman, Crisis in the Classroom. N.Y.: Random House, 1970.

Daniel and Laurel N. Tanner. "Teacher Aides: A Job for Anyone - Ghetto Schools". The Record, LXII, 8 (May, 1968), 743-753.

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INSTRUCTIONAL MEDIA: USE AND DEVELOPMENT

Hours Required: Class 2, Laboratory 4

Aims

To familiarize in terms of purpose, application, appropriateness, means of utilization the participant with the various audio, visual, mechanical, and computer equipment used as an aid to teaching, including books, electronic voice, films, filmstrips, tapes, video-tape, programmed texts, teaching games, laboratories, kits, teaching machines, computers.

Objectives

Knowledge of the different audio, visual, mechanical, and computer equipment in use in schools, their primary purpose, and appropriate utilization. Ability to operate such equipment as overhead projector, film projector, slide projector, mimeograph, xerox, and dexo machine, opaque projector, video-tape player, filmstrip projects, record player, teaching machines, public address systems. Ability to prepare materials for these media.

Topics of Instruction

I. What can and cannot the media do

II. Who learns what from instructional media

III. How and when to use and not use instructional media

IV. What media to use

V. Where to obtain media

A. Prepared Media
B. Teacher/Aide Prepared Media
C. Student Prepared Media

VI. Common School Equipment: How to Prepare Equipment and Use It

Techniques

Readings; discussions; demonstrations; simulations.

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COMMUNICATION SKILLS

Hours Required: Class 3, Laboratory 0

Aims

To enable the students to gain effective mastery of reading, writing, speaking, and analysis skills. To familiarize the student with various writing styles, and types of analysis. The course content and teaching style will be geared to the learning needs and interest of adult students, learning how to learn.

Objectives

the students' experiences working in public school classrooms. Thus, toward the two objectives of developing ability to write clear and accurate prose and to observe with accuracy and objectivity, students will be asked to observe and report upon the activities of individual children at school and in their community. A second set of objectives will relate to skills in effective reading -- for content, speed, skimming, feeling, etc. Third, the student will become familiar with the library as a resource for their own learning. Also, the students will become familiar with the more common adult tests -- GRD, Civil Service, College aptitude and achievement tests, as well as college administered tests -- so as to become aware of their design, structure, scoring procedures, and to gain facility in test taking.

Topics of Instruction

I. Observation and writing
II. Reading -- prose, professional literature, children's writing
III. The uses of the library
IV. Test taking

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Techniques

Readings; observations; field trips; reports and other written products.

Reading

For the section of the course concerned with reading, material should be selected both to which the students can immediately relate, and which is foreign to them. Of course the purpose of the first is to connect with the students, to 'confirm' them, the purpose of the second is to broaden their perspective, expand their area of knowledge and understanding. In addition to the prose selections suggested below, students should have experiences in reading from the various professional [illegible]. And for the course topic on the taking of tests, various types of tests which adults encounter should be available.

The books suggested relate, primarily, to an urban Black experience. Where appropriate, they should be adjusted to [illegible] which deal with experiences other than those of the Negro.

Readings

Autobiography of Malcolm X. New York: Grove Press, 1964.

James Baldwin. Nobody Knows My Name. New York: Dial, 1961.

Claude Brown. Manchild in the Promised Land. New York: Macmillan, 1965.

Harry Caudhill. Night Comes to the Cumberland. Boston: Atlantic Monthly Press, 1962.

Eldridge Cleaver. Soul on Ice. New Jersey: Dell Publishing Co., 1968.

Vine De Loria, Jr. Custer Died for Your Sins. New York: The Macmillan Co., 1969.

Ralph Ellison. The Invisible Man. New York: Random House, 1952.

Frantz Fanon. The Wretched of the Earth. New York: Grove Press, 1963.

Herb Gans. The Urban Villagers. Glencoe, Ill.: The Free Press, 1962.

Dick Gregory. Nigger. New York: E.P. Dutton & Co., 1964.

Martin Luther King, Jr. Why We Can't Wait. New York: Harper and Row, 1963.

Elliot Liebow. Tally's Corner. Boston: Little, Brown & Co., 1967.

Piri Thomas. Down These Mean Streets. New York: Alfred A. Knopf, 1967.

Richard Wright. Native Son. New York: Harper and Row, 1940.

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CURRICULUM METHODS

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the students with methods of selection, construction, presentation, and evaluation of learning material. To gain awareness of various contemporary developments in the areas of curriculum and courses of study. Students will observe implementation of curriculum and themselves develop and implement specific teaching materials.

Objectives

To possess skills in observation and analysis of different curricula methods, their appropriate use and respective advantages and disadvantages. To be familiar with procedures and processes of curriculum development, especially those which build upon the students' knowledge, experiences, and interests; to give special attention to curriculum, efforts which pay attention to the structure of the particular discipline; to consider the appropriate content in terms of the children's age, development, background, interests; to be aware of factors such as room arrangements, scheduling, materials available and appropriate, role of adults; and to construct and implement such curriculum material.

Topics of Instruction

I. What is an Instructional Activity?

   A. Observation
   B. Identification
   C. Categorization

II. Current Trends in Curriculum Content

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III. Curriculum Content and the Child

A. What is Right for Whom? When?
B. Alternative Approaches
C. Role of Motivation
D. A Contact Curriculum
E. Learning Beyond Contact
F. Learning How to Learn

IV. Using Behavioral Objectives

A. What are They?
B. How to Construct Them
C. How to Assess Achievement

V. Development and Use of Materials

A. What is Available
B. Teacher/Aide Constructed Material
C. Pupil Constructed Material

VI. The Physical Environment

A. What do you need
B. How to arrange it
C. Differing arrangements for different purposes

Techniques

Reading; filmed discussion; structured observations; role playing; simulation; materials development; scheduled activities with children; feedback.

Readings

D. Cohen and H. Stern. Observing and Recording Behavior in Young Children. N.Y.: Teachers College Press, 1958.

Mario Fantini and Gerald Weinstein. The Contact Curriculum. N.Y.: Anti-Defamation League, 1969.

Mario Fantini and Gerald Weinstein. The Disadvantaged. N.Y.: Harper and Row, 1968.

Joe Frost and Thomas Rowland, eds. The Elementary School. Boston: Houghton Mufflin, 1966.

Sybil Marshall. An Experiment in Education, N.Y.: Cambridge University Press, 1966.

Alan Ornstein and Philip Vairo. How To Teach Disadvantaged Youth. N.Y.: David McKay Co., 1969.

Arthur Pearl. The Atrocity of Education. N.Y.: New Critics Press, 1971.

The following modules from B2 Teacher Education Module, Department of Education, State of Florida, 1970.

"Preparing the Physical Environment for Learning"

"Using Behavioral Objectives"

"Designing a Learning Activity"

"Developing an Instructional Package"

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CHILD DEVELOPMENT

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the student with the various theories of development as relates to physical, intellectual, social and emotional growth of the child. Careful attention will be given to observation of children in various settings, toward the end of enabling the participant to integrate empirical knowledge with theoretical conceptions.

Objectives

Familiarization with the [illegible] theories, the current research and assessment as relates to them. Techniques in the observation of children as relates to their cognitive, motivational, and behavioral systems. Establishment of a critical stance re the varying theories and the relevance of techniques for testing such theories.

Topics of Instruction and Techniques

The course will be focused around carefully structured observations of children to establish the characteristics of their physical, intellectual, emotional and social developments, at varying stages of their growth, according to different theories of child development. Thus, the course will be organized across three axes -- the components of child development, the stages, the theories -- using as the raw material the observation of children in the school classroom (supplemented by readings, films, etc.).

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The theories will be presented in the context of behavior to be understood, and efforts to apply theory to practice. Ample opportunity will be given to analyze alternative theoretical assessments of particular behavior.

Readings

Bruno Bettelheim. Dealing with Children. Glencoe, Ill.: The Free Press, 1950.

B. Bloom. Stability and Change in Human Characteristics. N.Y.: John Wiley & Sons, 1964.

James Bruner. The Process of Education. N.Y.: Vintage, 1963.

Robert Coles. Children of Crisis. Boston: Little, Brown & Co., 1964.

Eric Erickson, Childhood and Society. N.Y.: Norton, 1958.

Edgar Friedenberg, The Vanishing Adolescent. Boston: Beacon Press, 1959.

Arnold Gesell and Frances Ilg. Child Development. N.Y.: Harper & Brothers, 1949.

John Holden. The Way It Seemed To Us. N.Y.: Simon & Schuster, 1960.

Frank M. Hewlett. The Emotionally Disturbed Child in the Classroom. Boston: Allyn & Bacon, Inc., 1968.

John Holt. How Children Fail. N.Y.: Pitman Publishing Corp., 1964.

Madeline Hunter. Reinforcement Theory for Teachers. El Segundo, Cal.: TIP Publishers, 1967.

Herbert Kohl. 36 Children. N.Y.: New American Library of World Literature, 1967.

Recognizing How Children Develop. 32 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.

Frank Riessman. The Culturally Deprived Child. N.Y.: Harper & Row, 1962.

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LANGUAGE ARTS SKILLS FOR CHILDREN

Hours Required: Class 2, Laboratory 6

Aims

To familiarize the participant with the basic theoretical perspectives and practical applications in the areas of reading, writing, and speaking. To provide opportunities to reinforce learning in these areas.

Objectives

To be able to observe and appreciate children's reading, writing and speaking. To become familiar with the different approaches and techniques for the teaching of reading and writing. To be able to assess, drill, reinforce, and assist children in the learning of reading, writing, and speaking in groups and alone. To be able to organize peer learning, tutoring, and learning through teaching to facilitate skill and learning in reading and writing.

Topics of Instruction

I. Reading

A. Readiness
B. Development
C. Various Approaches
D. Remedial

1. Differing Ages
2. Differing Interests
3. Differing Background
4. Differing Levels

E. Methods of Drill, Reinforcement, and Assessment.

II. Creative Writing

A. Stories
B. Poems

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C. Plays
D. Methods of Drill, Reinforcement, and Assessment
E. Spelling
F. Cursive

III. Penmanship

A. Manuscript
B. Cursive
C. Methods of Drill, Reinforcement and Assessment

IV. Spelling

A. Objectives
B. Word List Drill
C. Dictation Techniques
D. Methods of Drill, Reinforcement, and Assessment

Techniques

Procedure

Mary Arbuthnot. Children and Books. Chicago: Scott, Foresman & Co., 1968.

Flora Arnstein. Poetry in the Elementary School. N.Y.: Appleton-Century-Crofts, Inc., 1962.

Richard Bloomer. Skill Games to Teach Reading. Dansville, N.Y.: The Instructor, 1959.

Anne Cordts. Phonics for the Reading Teacher. N.Y.: Holt, Rinehart & Winston, Inc., 1965.

C.M. Gilmore. Games for Developing Skills. Dan Ville, N.Y.: The Instructor, 1967.

Frank Jennings. This Is Reading. N.Y.: Teachers College Press, 1965.

William Page Wells. Teacher's Guide to Word Games. Dan Ville, N.Y.: The Instructor, 1967.

Alice Miel, ed. Individualizing Reading Practices. N.Y.: Teachers College Press.

James A. Smith. Creative Teaching of the Language Arts in the Elementary School. Boston: Allyn and Bacon, 1967.

B2 Teacher Education Module. Tallahassee: Department of Education, State of Florida, 1970.

"Using Informal Diagnostic Tests of Reading Skills."

"Utilizing Phonics and Word Attack Skills."

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COMMUNITY DEVELOPMENT

Hours Required: Class 3, Laboratory 6

Aims

To develop an understanding of: current concepts and theories of community development; the interrelationships of community organization, client allocation and modification of values in the process of change; and the variety of strategies of social intervention.

Objectives

To be able to identify the components and characteristics of the [illegible] service system; the variables which affect its development. To observe with a critical and analytic eye the nature of the community, its aims, resources, and factors abetting and impeding growth and development.

Outline of Content

I. Community Problems

A. Analysis of Present Conditions
B. Past Change Efforts
C. Perceptions of the Problem

II. Social Context of the Problem

A. Origins
B. Structural Analysis

III. Those Affected

A. Who are they?
B. How are they affected?
C. Their reaction(s)

IV. Strategies for Change

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A. Direct Action
B. Co [illegible]
C. Coop [illegible]
D. Advocacy

V. Tactics

A. Gaining Initial Support
B. Involving and Organizing
C. Implementation
D. Assessment

Technique

Readings; films; discussions. The main technique will be the identification of a particular problem or set of problems facing the community which can be studied and analyzed.

Bibliography

Edward C. Banfield and James Q. Wilson. City Politics. Cambridge: Howard University Press, 1963.

Kenneth Clark, Dark Ghetto. N.Y.: Harper and Row, 1965.

Jane Jacobs. The Death and Life of Great American Cities. N.Y.: Random House, 1961.

Milton Kotler. Neighborhood Government. N.Y.: The Bobbs-Merrill Co., 1969.

Peter Marris and Martin Rein. Dilemmas of Social Reform. N.Y.: Atherton Press, 1967.

Daniel Patrick Moynihan and Nathan Glazer. Beyond the Melting Pot. Cambridge, Mass.: M.I.T. Press, 1963.

Francis Fox Piven and Richard Cloward. Regulating the Poor. N.Y.: Pantheon, 1971.

Fred Inbelfge. Model City. N.Y.: Simon and Schuster, 1970.

Report of the National Advisory Commission on Civil Disorders. N.Y.: Bantam Books, 1968.

Frank Riessman. Strategies Against Poverty. N.Y.: Random House, 1969.

Hans Spiegel, ed. Citizen Participation and Urban Development. Washington, D.C.: National Training Laboratories, 1968.

Violence in America. Report of the National Commission on the Causes and Prevention of Violence. New York: Bantam Books, 1969.

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Aim

To facilitate the participant with general teaching/learning designs and methods [illegible] tutoring, use of games, programmed instruction, learning through teaching, role play, simulation, problem solving, group processes, instrumented exercises, discovery techniques, as well as designs which

Objectives

To be able to choose among a full repertoire of methods and techniques the appropriate one(s) for specified instructional ob-

Forms of Instruction

I. Current instructional [illegible]

II. Specific methods and techniques

A. Individually oriented techniques
b. Group techniques and group process

1. Learning through teaching
2. Tutoring
3. Role play
4. Brainstorming
5. Simulation
6. Problem solving
7. Instrumented exercises
8. Games

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critiques, etc.

Special attention will be given to the use of learning through

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"Fostering Creativity"

"Achieving Closure"

"Feedback"

"Reinforcement"

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Objectives

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"Evaluating Materials and Instruction." EP Teacher Education Guide. Tallahassee: Department of Education, State of Florida, 1970.

Frank, Blanche. The Culturally Deprived Child. N.Y.: Harper and Row, 1962.

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